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tunity for training in proof, for it is found that a single observation is rarely trustworthy and that additional facts are apt to modify conclusions."

The first chapter in Part II consists of a "Topical Outline by Grades and Seasons," and is the course used at present in the Training School of the Illinois State Normal University. The course is the result of a gradual evolution from a beginning made in 1892 by Dr. Charles A. and Mrs. Lida B. McMurry. Since that time, Professor B. P. Colton, C. W. Whitten, J. P. Stewart, and Miss Alice Jean Patterson have each had a hand in bringing it to its present form. The course has thus been worked out in a practical way under the most favorable circumstances and is one of the most efficient courses in the subject that has yet been arranged. It should be an exceedingly helpful guide to any teacher endeavoring to handle the subject. The second chapter of Part II consists of a series of typical lesson plans which should be very helpful in giving inexperienced teachers the method of procedure.

Part III contains an "Outline in Nature-Study and Elementary Agriculture for Rural Schools" and twenty-six other short chapters on various topics mostly designed to give the teacher of nature-study a necessary fund of information and further to illustrate the method of attack. It is in some of these chapters that certain material is introduced which is, to my mind, of questionable value. An illustration of this is the chapter entitled, "Selecting, Judging, and Storing of Seed Corn." Selecting seed corn is neither science nor nature-study, but rather an art which rests on science. The crucial question in this whole matter is: "Shall we teach the arts in the schools, or shall we teach the science which underlies the arts?" If the chapter had been headed "Heredity," much of the same material could have been used and the same practical benefit derived, but the goal would have been a principle, a general notion with many applications, instead of a particular notion of how to do one particular thing for which many of the children will have no use in actual life.

Part IV of the book is not essentially different in its nature from Part III except that the material suggested is adapted to the upper grades.

I predict for the book on the whole a very wide influence, and believe that it will lead to a careful observation of the work that is now being done in the Training School of the Illinois State Normal University, which, I judge, largely inspired the writing of the book.

J. L. PRICER

URBANA, ILL.

Changing Conceptions of Education. By ELLWOOD P. CUBBERLEY. "Riverside Educational Monographs." New York: Houghton Mifflin Co., 1909. Pp. 70. Price 35 cents.

In the introduction to this work it is stated: "In these days when some of our educational workers are doubting the power of educational history to give practical guidance to the teacher, it is a particular pleasure to offer this illuminating historical treatment of the problem of educational reconstruction." The material is presented in three sections: I, "Changes in the Nature of Our Life;" II, "Changes in the Conception of the School;" III, "New Conceptions and Present Tendencies."

The first part restates the topics relating to the transition from predominantly rural to predominantly urban conditions, and leads up to the "problem of providing a proper environment and of utilizing this excess leisure time in profitable training—one of the most serious as well as one of the most difficult problems now before us." Next are shown the various periods in the development of the American school, and an excellent summary is given of the important new factors in the function of the school. The third section shows some of the probable steps about to be taken. "To convey to the next generation the knowledge and the accumulated experience of the past is not its only function. It must equally prepare the future citizen for the tomorrow of our complex life."

FRANK A. MANNY

KALAMAZOO, MICH.

Education for Efficiency. By CHARLES W. ELIOT. "Riverside Educational Monographs." New York: Houghton Mifflin Co., 1909. Pp. 58. Price 35 cents.

The editor of this series states in the introduction that "the measures for the hourly judgment of teaching" "are to be found in those qualities of the human personality which have an abiding worth under the tests of our civilization. They are the measures of personal culture and social efficiency. The teaching that fosters these ends succeeds; the teaching which neglects them fails." The social factor, according to the author, appears in "effective power for work and service during a healthy and active life" and in the fact that "training for power of work and service should be the prime object of education throughout life, no matter in what line the trained powers of the individual may be applied."

These ends toward efficiency are considered under "The Training of the Senses and the Care of the Body;" "The Imparting of the Habit of Quick and Concentrated Attention;" "The Cultivation of the Critical Discernment of Beauty and Excellence in Things and in Words and Thoughts, in Nature and in Human Nature;" "The Judicial Faculty for the Wise Employment of Liberty;" "The Passion for Truth or the Fact as Distinguished from the Guess or Imagination;" "The Native Power of Some Enthusiasm or Devotion."

The second section is entitled "The New Definition of the Cultivated Man." Arnold's and Emerson's modifications of earlier ideas of cultivation, the inclusion by one of science and by the other of manual labor are accepted, although President Eliot finds it necessary to include athletic sports in the term manual labor. Further qualifications which have received increased emphasis during the last hundred years are "character," a combination of "the knowledge of literature with knowledge of the 'stream of the world,'" acquaintance with those parts of "the infinite human store" which enable a man "with his individual personal qualities to deal best and sympathize most with other human beings," "new varieties of constructive imagination." These elements give us the "man of quick perception, broad sympathies, and wide affinities; responsive, but independent; self-reliant, but deferential; loving truth and candor, but also moderation and proportion; courageous, but gentle; not finished, but perfecting."

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